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ABSTRACT

Among Articles written in English in this newsletter are a discussion of the aims of education; an explanation of Austria's School Education Act; recommendations by Germany's Education Council and a report on vocational training; teacher training in Ireland; restructuring the education system in the Netherlands; school unifying projects in Scandinavia; Swedish education policy and state cultural policy; and comprehensive schools, post-graduate education, and gifted children in the United Kingdom. (DT)

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PUBLICATIONS RECENTES DU CENTRE DE DOCUMENTATION POUR L'EDUCATION EN EUROPE

Editor : The Director of Education and of Cultural and Scientific Affairs
Editeur : Le Directeur de l'Enseignement et des Affaires Culturelles et Scientifiques

Strasbourg

FAREWELL TO AIMS ?

The quick reply to the question 'What is the aim of education ?' must resemble the quick reply to the question 'What is the aim of life ?', namely 'It has not got one'. Our basic predicament in life is to learn to live with its ultimate pointlessness. We are monotonously reminded that education must be for life ; so obviously the most important dimension of education is that in which we learn to come to terms with the pointlessness of life. This answer, though cynical in sound, contains a profound truth. But the brevity with which it is put will not, I fear, satisfy either the puzzled questioner or, in the case of education, the taxpayer. So a longer story must be told.

When people ask about aims of education they often are thinking just of schooling and are raising instrumental questions about what it prepares people for. Thus parents see it very much as the royal road to good jobs and to social mobility, so do adolescents. The examination system, too, speaks this message very loudly to them. Governments tend to look at education as the main source of relevantly trained manpower, and economists, though now less confidently than of old, see it as a good investment for increasing productivity. Education, in this general sense, shares the fate of most other practices in a consumption-geared society. It must be for something else, must get people somewhere - as if, ultimately, there is anywhere to get. The Kingdom of heaven lies always ahead, usually in the form of better-paid jobs, more prestige, more opportunities for pleasure, pastimes and possessions - perhaps, even, the greatest good of the greatest number of the classless society.

It is not, of course, inappropriate to think of what goes on in school in this instrumental way. But it is deplorable, if the instrumental view of learning is the only one that cuts any ice in schools and universities. For they should also be places in which training is conducted in a context which encourages a wider perspective on life. Students should have the chance of acquiring a less instrumental, alienated attitude to work. Their curriculum should foster their imagination, sensitivities, critical powers and social consciences, so that they begin to come to terms with the situation in which they are placed as human beings. They should, in other words, be encouraged, even while at school, to convert mere living into a quality of life. For questions have to be faced at some time about the features of the form of life in relation to which other activities are to be regarded as instrumental. From this point of view the growing awareness that a university degree does not necessarily lead to a good job is salutary. For schools and universities may at last be forced to concern themselves more with educating people and less with just getting them through examinations.

The trouble, however, about singling out aims of education in this way is that they tend to fall into the hands of rationalistically minded curriculum planners, who try to set them up as 'objectives' in a conceptual framework which may fit running a business or fighting a battle, but makes contact only at marginal points with the contours of an educational situation. In particular it is assumed that, once some objective has been isolated, the valuative questions have been settled and only empirical questions remain about means. But education is not like taking a taxi rather than a bus to work. Usually the values of the state of mastery concerned are instantiated in the process of learning. The skilled tool-maker works precisely, patiently, and with a real respect for the properties of his material. He learns his trade by constantly practising in a way which instantiates, falteringly at first, these very values.

Thus processes of education encapsulate aims. This applies to teaching methods as well as to the more central aspects of learning. If you want children to become submissive, credulous and dogmatic, you will employ authoritarian methods of teaching ; if you want them to become independent, critical minded and imaginative, you will use procedures which instantiate these qualities of mind. If you want them to become instrumentally minded, you will immure them in institutions geared to prizes and success at exams.

Whatever schooling does in preparing people for their vocations - and it obviously must do much at the level of basic skills, numeracy and literacy, there should also be an attempt to educate them as well. Something must be done to sensitize students to the predicament in which they are placed as human beings to the possibilities it presents for joy and despair, ennui and excitement. What appals me is the boredom engendered by

much of our schooling. On going round classrooms I am so often struck by the look on the children's faces, by the atmosphere of containment. What on earth are we meant to be doing with these children ? What relevance has this to the brief flicker of consciousness which is to constitute their life on earth ? Education, as I have suggested, in its specific sense, is concerned with developing knowledge and understanding which is relevant to people's lives, in the sense that it should enable them to grasp how they are placed in the world and to be at a better vantage-point for determining what they and their fellows are to become.

37.013

R. S. PETERS, Professor of Philosophy of Education, University of London Institute of Education, in "London Educational Review", No. 3, Vol. II

REFORME ET UNIVERSITES

Un phénomène qui joue le rôle de signe semble méconnu : dans tous les pays sur-développés, le nombre global d'étudiants, au sens classique du terme (c'est-à-dire venus directement de l'enseignement secondaire) est en baisse constante, et cela dans presque toutes les disciplines. Cela est vrai depuis longtemps de l'Australie ou de la Nouvelle-Zélande auxquelles il est arrivé de perdre 12 % de leurs étudiants en trois ans ; cela est vrai plus récemment et massivement des Etats-Unis comme de la Suède. Cela est désormais vrai en France, bien que beaucoup d'universités s'efforcent de masquer le phénomène, par crainte de voir leur prestige et leurs crédits entamés. Cela est vrai aussi de quelques pays socialistes, et notamment de l'Union soviétique. On constate aussi partout - et cela est bien connu - que, quelle que soit la rigueur des systèmes variés de sélection, une proportion accrue des étudiants quitte l'université après un bref séjour. On doit enfin noter que dans beaucoup de pays, près de 40 % des étudiants travaillent à temps partiel, souvent "au noir" et sans nécessité économique directe.

Que se passe-t-il ? Ceci, je crois : la condition classique d'étudiant n'est plus perçue comme désirable par une fraction notable des jeunes adultes. Cette condition de "mineur social" prolongé est devenu même pour certains insupportable.

Dans ces mêmes pays, où nous voyons diminuer le nombre global des étudiants parfois au taux de 3 à 4 % l'an, commence à se développer une formation permanente vraie, qui accueille des adultes ayant l'expérience d'un ou plusieurs métiers. Et nous assistons alors à une réhabilitation de la pratique en tant que facteur de formation personnelle et de maturation. Mais il apparaît qu'il n'est pas excellent, pour l'exercice de certaines de nos facultés, d'avoir été trop longtemps coupé d'une activité de formation institutionnalisée. C'est de ces constatations qu'est né l'intérêt présent, à travers le monde, pour une formation initiale alternée, où s'entremêlent systématiquement périodes annuelles de travail et périodes universitaires, le travail lui-même étant un élément majeur de la formation. Il ne s'agit pas là d'une utopie : différents pays, de tous régimes politiques, ont largement expérimenté cette voie au cours des quinze dernières années. En 1973, près de six cents universités et collèges américains offraient des cursus de ce type.

Formation alternée et formation continue représentent notre pari sur l'avenir. C'est ce pari que doit tenter toute réforme en profondeur de notre système traditionnel d'enseignement supérieur.

378 : 37.14.3

André LICHNEROWICZ, Professeur au Collège de France, l'Education, 21-III-1974

AUSTRIA : THE SCHOOL EDUCATION ACT

After the School Education Act (Schulunterrichtsgesetz) was passed by Parliament with the necessary two-thirds majority in February, 70,000 teachers have each received in April a copy of the Act from the Federal Minister of Education and Arts, Dr. F. SINOWATZ. The Minister underlined that the Act which was prepared after eight years of intensive consultation, constitutes the final stage of the school reform which began with the School Organisation Act of 1962. The new Act will considerably change daily life in school, in particular by the provision for participation of teachers, pupils and parents.

The controversial issues of participation have been solved by a number of compromises which facilitated the enactment by Parliament. The Act is based on the principle that teachers, pupils and parents constitute the school community by their co-operation (Art. 2). Teaching staff meetings under the chairmanship of the headmaster may discuss all problems of common interest as regards education and instruction at the individual school concerned. A meeting has to be convened when one-third of the teachers entitled to participate in it so request. Decisions are taken by a majority vote provided that two-thirds of the teachers concerned are in attendance (Art. 57).

Pupils are entitled to represent their interests and to participate in decisions. From the ninth grade onwards (15 years of age) they elect their representatives at form, department and school levels. Through their representatives the pupils may submit proposals and opinions, participate in the teachers' meetings (except when examination matters are under discussion), have a say in questions of instruction and instructional material, participate in disciplinary decisions concerning pupils and organise extra-curricular activities which are not to be supervised by the teachers or the headmaster. However, these rights, which the Act confers on the pupils in principle, are subject to definition in detail by the school community committee (Schulgemeinschaftsausschuss) of each individual school. (Art. 58, 59).

This committee is composed of the headmaster who takes the chair and three elected representatives each of the teachers, the pupils and the parents. The committee may discuss matters of education and instruction, guidance and information, building and hygiene. It defines the area of pupil participation and may in an individual case refuse to accept a pupil as a representative. Each member of the committee has one vote, and policy is decided by a majority decision provided that at least half the members are present, and that each of the three groups is represented by one member. The headmaster may, however, postpone the implementation of any decision of the committee, if he is of the opinion that the decision is unlawful ; in such a case the local school administration has the last word (Art. 64).

Further points of general interest are :

- Technical and vocational schools may constitute boards on which -apart from teachers, pupils and parents - representatives of the employers' and employees' associations and other interested bodies may sit to give their opinion on instructional matters with a view to promoting closer co-operation between the school and the economy (Art. 65).
- Corporal punishment is abolished (Art. 47).
- A pupil who has failed in one compulsory subject may even so, under certain conditions, be transferred to the next grade (Art. 25). No pupil, however, may repeat more than two grades in the four- or nine-year secondary school and more than one grade in the secondary schools of shorter duration (Art. 22).

The new law provides for a great number of decrees which have to be issued by the Education Ministry to regulate certain matters in detail. The decrees concerning the election of representatives of teachers, pupils and parents will be promulgated shortly to enable the elections to be held in autumn 1974.

It should also be noted that the "10+ examination", which decided admission to secondary schools after the four years at elementary school and which has been discontinued since 1971, will continue not to be applied until Parliament has taken a final decision. This resulted from a 16:14 vote of the School Reform Commission in March. Although the number of graduates from the grammar school will continue to grow in the years

to come, in particular from the modern language and science type of grammar school, a decline of up to 10 % in the number of pupils seeking admission to the first grade of the grammar school in 1974/75 has, for the first time, been registered in most Austrian provinces. At the same time applications for places in technical and vocational schools are increasing. The Minister therefore demanded that a second School Reform Commission be constituted to deal with this sector.

37.014.3 (436) Verordnungsblatt, 1-IV-1974 ; Informationsdienst für Bildungspolitik und Forschung, 15-IV-1974 ; v. M.

BELGIQUE : UNE OPEN UNIVERSITY A CHARLEROI ?

En février, la Fondation Européenne de la Culture a signé un contrat de recherche avec le Centre universitaire de Charleroi afin d'établir dans l'année une étude préparatoire sur la création d'une open university wallonne dans la région de Charleroi. Le financement de cette étude sera assuré à la fois par la Fondation Européenne de la Culture et par l'Université. 30 % de la contribution de la Fondation proviennent de ses propres ressources, 50 % de la Commission des Communautés Européennes et 20 % du Ministère de la Culture de Belgique.

Buts et contenu de l'étude

Cette étude rendra possible l'application d'un certain nombre de principes, répondant aux besoins et aux aspirations de la société moderne européenne, à l'intérieur d'un cadre géographique donné et par le biais d'un nouveau type d'institution post-secondaire. L'étude prendra en considération particulièrement les conditions nécessaires pour la création et pour l'organisation d'une institution :

- à laquelle l'accès sera libre pour tous, qu'ils aient ou non un certificat de fin de scolarité secondaire ;
- qui offre un éventail d'études très varié (temps complet, temps partiel, cours du soir, enseignement intensif court, séminaires de week-end, etc...) ;
- qui est adapté aux besoins spécifiques de l'individu comme des groupes (groupes de travailleurs migrants, par exemple) ;
- qui utilise la nouvelle technologie éducative et ses méthodes ;
- qui est capable d'intégrer l'expérience d'un travail professionnel aux activités de l'éducation, en reconnaissant l'expérience professionnelle sous forme d'unités de valeur ;
- qui constituera un facteur de promotion dans le développement économique et social de la région en contribuant, par sa recherche et par ses autres activités, à la solution de certains de ses problèmes.

Cette étude doit aussi fournir des données sur les aspects financiers, les programmes d'études, le personnel enseignant et les étudiants de la nouvelle université et leurs relations avec les institutions d'enseignement post-secondaire existant déjà en Belgique et dans les pays voisins. Les possibilités d'adaptation d'expériences étrangères (par exemple l'expérience de l'Open University britannique) seront aussi prises en considération.

37.018.43 : 378 (493) European Cultural Foundation, Information Bulletin, 5/1974 ; M. B.

ESPAGNE : SELECTION A L'UNIVERSITE

Malgré les menaces, les grèves et les critiques, le Ministère de l'Education a maintenu sa décision d'appliquer une politique de sélection pour l'accès à l'enseignement supérieur.

L'augmentation du nombre des étudiants, due au boum économique de l'Espagne, a sérieusement entravé les facilités existant à l'université espagnole. Cette augmentation a non seulement provoqué une surpopulation des locaux pour les étudiants des premières années de faculté, mais a créé aussi une situation dans laquelle environ 30 % des 180.000 étudiants inscrits ont au moins un an de retard sur le cursus normal, ayant échoué aux examens.

Dans une émission télévisée, le sous-secrétaire d'Etat à l'Education, Mr. Federico MAYOR ZARAGOZA, a essayé de calmer les nombreuses protestations-grèves étudiantes, opposition des enseignants, questions posées au Parlement - en avançant le fait qu'une politique de sélection ainsi qu'un standard d'études plus élevé ne feraient que garantir une meilleure éducation et une plus grande égalité des chances pour les étudiants valables.

Mr. Mayor Zaragoza a nié l'affirmation de l'Association Nationale des enseignants du supérieur selon laquelle un examen national d'entrée à l'Université serait anticonstitutionnel ; il a insisté sur le fait que la loi autorise les facultés à organiser de tels examens.

378.141.224 (460) Times Higher Educational Supplement, 19-IV-1974 ; J.J.

FRANCE : PROJET DE LOI PORTANT REFORME DE L'ENSEIGNEMENT DU SECOND DEGRE

Pour le système éducatif français, la réforme de l'enseignement secondaire proposée par M. J. FONTANET, Ministre de l'Education nationale (cf. News-Letter/Faits Nouveaux 1/74), est sans doute l'événement le plus important depuis la loi d'orientation de l'enseignement supérieur en 1968. Chacun s'est donc senti concerné, et les réactions les plus diverses se sont manifestées. Il y eut, à vrai dire, très peu de défenseurs inconditionnels du projet et, lentement, s'est développé un sentiment d'embarras, de méfiance, et même d'inquiétude.

La plupart des associations de spécialistes (physiciens, historiens, géographes et philosophes) ont estimé que leur discipline avait été sacrifiée. La gauche, pour sa part, a rejeté l'ensemble du projet, même si elle y a trouvé certains éléments positifs (suppression des filières notamment), et les manifestations de jeunes (grèves, défilés, journées d'action) n'ont fait que l'encourager dans son opposition. Mais à droite aussi, les réticences et même les critiques violentes n'ont pas manqué : si l'on a approuvé la sélection, quitte à la trouver insuffisante, on a énergiquement rejeté la réforme du premier cycle. Interrompues pendant les vacances de printemps, fin mars, les actions de grève et les manifestations décidées par divers syndicats devaient reprendre notamment au moment du débat parlementaire. Le décès subit du Président de la République M. G. POMPIDOU, début mai, devait cependant suspendre toutes les discussions relatives à ce projet de loi dont le texte avait été approuvé fin mars par le Conseil des Ministres.

Ce texte, qui contient peu de changements par rapport à l'avant projet de loi, est accompagné d'un long exposé des motifs, qui en rappelle les principes et la signification. Le texte proprement dit se compose de plusieurs chapitres dont nous avons relevé les points les plus importants :

Dispositions pédagogiques

Article 2. -

L'enseignement du second degré accueille les élèves issus de l'enseignement élémentaire, dont l'organisation et la pédagogie seront harmonisées avec celles du premier cycle de l'enseignement du second degré afin d'assurer la cohérence et la continuité nécessaires entre les deux ordres d'enseignement.

Article 3. -

L'enseignement du second degré comprend :

- un premier cycle, qui fait suite à l'enseignement élémentaire et assure à tous les élèves une formation commune permettant la poursuite d'études à vocation générale ou à vocation technologique ;

- un cycle d'études technologiques à finalités professionnelles ;
- un second cycle long, à vocation générale ou à vocation technologique, conduisant notamment au baccalauréat de l'enseignement du second degré.

Article 4. -

Dans le premier cycle, les enseignements sont dispensés aux élèves selon une pédagogie différenciée qui, tenant compte du développement de leurs capacités personnelles, facilite leur mobilité. Afin d'éviter les redoublements et de compenser les retards scolaires, cette pédagogie comporte des actions de soutien pour les élèves en difficultés.

A ce propos, M. Fontanet a indiqué que, des trois formules présentées au Conseil de l'enseignement général et technique, il donnait la préférence au système des "groupes de niveau" par matière. Si le projet de loi est adopté, les trois filières disparaîtront totalement des établissements de premier cycle dès la rentrée 1975, et les établissements où les conditions seront réunies pourraient mettre en place de tels groupes de niveau. Partout ailleurs sera appliqué un système transitoire : des classes comportant des enseignements renforcés dans les matières où les élèves sont faibles. Le Ministre a indiqué, d'autre part, que dans le premier cycle, un meilleur équilibre des disciplines sera recherché, notamment par une part plus grande accordée aux sciences expérimentales. En ce qui concerne les enseignants, M. Fontanet a affirmé que leur formation pluridisciplinaire menant à un enseignement dans plusieurs disciplines présentera un avantage certain. En effet, cela assurera aux élèves du premier cycle une transition bénéfique entre la formule du maître unique de l'enseignement primaire et celle du professeur par discipline de l'enseignement du second cycle.

Article 4 (suite)

Dans le cycle d'études technologiques à finalités professionnelles, il est offert aux élèves un ensemble de formations correspondant à leurs goûts et à leurs capacités et associant un enseignement général à un enseignement professionnel.

Dans le second cycle long, les élèves doivent pouvoir exercer leurs responsabilités et être incités à un effort personnel d'approfondissement des domaines d'études choisis par eux. A cet effet, ces élèves sont mis en mesure de participer eux-mêmes à leur orientation, lors du choix des formations qui leur sont offertes et des enseignements à option qui les complètent.

Article 5. -

Dans le premier cycle, exerce un corps unique de professeurs de premier cycle.

Dans le cycle d'études technologiques à finalités professionnelles, exerce un corps unique de professeurs de collèges d'enseignement technologique et professionnel.

Dans le second cycle long, exercent un corps de professeurs certifiés et un corps de professeurs agrégés.

Article 6. -

L'appréciation des résultats obtenus par chaque élève dans le cours de ses études s'exerce par la voie d'un contrôle continu.

Au cours de leur scolarité, les élèves font l'objet de décisions d'orientation prises après avis des conseils compétents, avec l'accord des familles ou après une procédure d'appel. Ces décisions sont préparées par une observation continue conduite avec la participation des familles.

Article 9. -

L'Etat assure ou encourage le développement de formations professionnelles courtes, à finalités pratiques, organisées, à divers niveaux de sortie de tous les ordres d'enseignement, pour faciliter le passage à la vie active des élèves et étudiants qui cessent leurs études sans avoir suivi d'enseignement professionnel.

Baccalauréat et accès à l'enseignement supérieur

Article 7. -

Les formations dispensées dans l'enseignement du second degré sont sanctionnées par des diplômes. Ceux-ci sont délivrés compte tenu, soit des résultats du contrôle continu, soit des résultats d'examens

terminaux, soit des résultats combinés du contrôle continu et d'examens terminaux. Ces diplômes ont un caractère national.

A l'issue du second cycle long, le diplôme du baccalauréat de l'enseignement du second degré sanctionne la bonne fin des études du second degré ; il est délivré au vu des résultats d'épreuves terminales et, s'il y a lieu, des résultats d'ensemble obtenus par l'élève durant sa scolarité dans le second cycle long.

Article 8.-

L'accès aux enseignements dispensés dans les établissements d'enseignement supérieur, ainsi qu'aux enseignements assimilés, est ouvert aux bacheliers de l'enseignement du second degré qui justifient en outre, d'un niveau minimal de capacité, supérieur à la moyenne, atteint dans un certain nombre de matières.

La détermination des matières et des niveaux de capacité requis, correspondant aux diverses formations supérieures, interviendra par décret pour les formations faisant l'objet d'une règlementation nationale ou conduisant à des diplômes nationaux. Les établissements peuvent recevoir par dérogation individuelle et en nombre limité des bacheliers ne remplissant pas les conditions règlementaires. Les dérogations sont accordées au vu des résultats d'examens organisés par les établissements selon des modalités soumises à approbation du ministre de l'Education nationale.

Situé entre le libre accès à l'enseignement supérieur et le numérus clausus appliqué à présent dans la plupart des pays européens, le système proposé par M. Fontanet constitue une voie intermédiaire. En effet, explique le Ministre, l'accès à l'université ne sera pas limité à un nombre d'étudiants déterminé, mais il sera ouvert à tous ceux qui auront fait la preuve de leurs capacités à suivre avec profit des études supérieures. Il s'agit de l'intérêt des élèves, affirme-t-il, victimes actuellement de la forme de sélection la plus cruelle, la sélection par l'échec. Il ne faut pas oublier, souligne encore le Ministre, qu'elle frappe aujourd'hui 40 à 50 % des bacheliers entrés à l'université.

Formation des enseignants

Article 23.-

Les candidats à la fonction de professeur dans l'enseignement du second degré sont admis dans des centres de formation. Ils reçoivent une formation professionnelle initiale, scientifique et pédagogique.

Les centres de formation sont créés au sein des universités par convention entre l'Etat et une ou plusieurs universités, établie sur le modèle d'une convention-type définie par décret et qui fixe les conditions de leur organisation et de leur fonctionnement ainsi que les obligations réciproques des parties pour la mise en oeuvre des actions de formation. Les directeurs des centres de formation sont nommés par le Ministre de l'Education nationale.

Article 24.-

L'accès aux centres de formation est assuré par voie de concours.

Pour être nommés dans l'un des corps de personnel enseignant de l'enseignement du second degré, les élèves des centres de formation doivent avoir satisfait aux épreuves de concours sanctionnant leurs compétences scientifiques et leurs aptitudes pédagogiques.

Article 25.-

La formation continue en cours de carrière, qu'implique l'exercice de la fonction enseignante, pourra donner lieu à des actions organisées à cet effet notamment dans les centres de formation précités.

Ces nouvelles dispositions auront des conséquences importantes, mais certainement bénéfiques, estime M. Fontanet. Elles permettront surtout de rendre aux seconds cycles des universités leur vraie mission : ouvrir sur un vaste éventail de débouchés et ne pas être tourné trop systématiquement vers les concours de recrutement de la fonction publique, et en particulier de la fonction enseignante. D'autre part elles garantiront que tout enseignant du second degré obtiendra la formation pédagogique réclamée depuis si longtemps.

37.014.3 : 373.5 (44) Le Monde, 25-III-1974 ; L'Education, 11-IV-1974 ; C.P.

FRANCE : LES ETUDIANTS A LA SORTIE DES UNIVERSITES

Le Centre d'Etudes et de Recherches sur les qualifications vient de publier les résultats d'une première enquête, effectuée à la demande du Ministère de l'Education nationale, sur le devenir professionnel des étudiants à la sortie des universités. L'investigation a porté sur la totalité des étudiants de sept universités ayant quitté ces établissements en 1970. Au total, compte tenu des non-réponses ou des transferts, ce sont cinq mille étudiants dont les réponses ont été explicitées. La synthèse des résultats met en évidence quelques grandes tendances, peu différentes d'une université à l'autre, mais nuancées selon les disciplines.

L'analyse des données relatives à la population étudiante sortie des universités révèle, en premier lieu, un très fort pourcentage d'abandon en cours d'études. En effet, plus de 50 % des étudiants abandonnent leurs études sans avoir dépassé le niveau du premier cycle. Le niveau de sortie est le suivant :

- 15 à 20 % ne possèdent aucun diplôme supérieur au baccalauréat ,
- 30 à 50 % ont obtenu un diplôme de premier cycle ou de fin de première année ;
- 40 à 45 % possèdent un diplôme de second cycle (25 % la licence ; 15 à 20 % la maîtrise) ;
- moins de 3 % ont un diplôme de troisième cycle ;
- 10 % environ ont été reçus à un concours de recrutement (agrégation ou CAPES).

Seconde constatation intéressante : avant de quitter l'université, et parallèlement à leurs études, un garçon sur deux et une fille sur trois ont déjà exercé une activité professionnelle à temps partiel ou à temps plein. L'allongement de la durée des études semble amener un nombre croissant d'étudiants à entrer dans la vie active avant la fin de leurs études supérieures. Chez les étudiants qui ont continué à travailler chez le même employeur après être sortis de l'université, la poursuite d'études avait été entreprise essentiellement avec deux objectifs : obtenir un complément de formation (40 %) et rechercher une promotion (40 %). Ces raisons ont été indiquées aussi bien par les littéraires que par les autres étudiants, ce qui tend à prouver, à l'encontre des stéréotypes répandus, que la formation en Lettres ou en Sciences Humaines est perçue comme susceptible d'intervenir positivement dans la préparation à des activités professionnelles et dans la promotion sociale.

L'examen de l'origine scolaire de cette population étudiante fait apparaître une différence très nette selon les sexes, et cela dès le niveau de l'enseignement secondaire : les deux tiers des filles environ sont titulaires de baccalauréats littéraires, tandis que la moitié environ des garçons ont obtenu un baccalauréat scientifique. Autre phénomène important, une grande partie des titulaires de baccalauréats scientifiques (40 à 50 % pour les filles et 35 % pour les garçons) se sont dirigés vers des études supérieures littéraires (Sciences Humaines, Lettres, Droit ou Sciences Economiques).

En ce qui concerne l'activité professionnelle des anciens étudiants les résultats de l'enquête dénoncent un très faible pourcentage d'inactifs (moins de 10 %), et si 20 à 30 % ont continué à exercer une activité professionnelle chez le même employeur, 60 à 70 % ont cherché soit un premier emploi, soit un nouvel emploi. De plus, il est intéressant de noter que plus des deux tiers des étudiants et étudiantes ayant cherché un emploi l'ont obtenu en moins de six mois, le niveau d'études atteint semblant avoir peu d'influence sur la durée de recherche.

En ce qui concerne les secteurs d'activité des anciens étudiants, on relève que 50 % d'entre eux se sont dirigés vers l'enseignement et la recherche, 20 % vers l'administration, 10 à 12 % vers les secteurs du commerce et des services, des banques et des assurances, 10 % vers l'industrie et 2 % vers l'agriculture. Plus de la moitié occupent un emploi dans le secteur public, un peu plus de 30 % dans le secteur privé et moins de 10 % dans le secteur para-public. Les filles sont plus nombreuses dans le secteur public (presque 70 %) tandis que les garçons sont presque 45 % à travailler dans le secteur privé.

L'enquête éclaire également les niveaux de rémunération. Un quart des sorties de l'université conduisent, après trois ans, à des rémunérations mensuelles inférieures ou égales à 1.300 F., et plus de la moitié à des rémunérations inférieures ou égales à 2.000 F. L'influence du sexe est, là encore, très nette : les filles sont proportionnellement plus nombreuses que les garçons dans les basses tranches de salaire. Ainsi, plus des trois quarts des filles ont un revenu qui ne dépasse pas 2.000 F. par mois et la moitié environ d'entre elles, un revenu mensuel inférieur à 1.300 F (chiffres se reportant à 1972/73).

Enfin, si l'on considère les différences selon les disciplines on peut approximativement tracer les profils suivants :

- Les littéraires ne semblent pas avoir eu plus de difficulté à obtenir un emploi que les autres étudiants, mais ils sont beaucoup plus concentrés dans l'enseignement (65 à 70 %). Ils sont, de plus, incontestablement ceux dont la rémunération est la plus faible : plus de la moitié gagnent moins de 1.600 F. par mois.

- Les psychologues et les sociologues ont une situation tout à fait comparable à celle des littéraires. Ils s'en distinguent toutefois par le fait qu'ils sont plus nombreux dans les services privés (bureaux d'études, entreprises d'enquêtes, activités sociales et médicales).

- Les juristes sont parmi les mieux rémunérés : plus de la moitié d'entre eux gagnent plus de 2.000 F. par mois. Ils sont principalement employés à des fonctions administratives (d'abord dans l'administration publique, puis dans le commerce, les services, les banques et les assurances) qui ont attiré plus de 40 % d'entre eux, viennent ensuite les fonctions commerciales (15 à 20 %), les fonctions d'enseignement (15%) et les fonctions juridiques (15 %).

- Les économistes obtiennent également les meilleurs salaires. Ils occupent essentiellement des fonctions administratives (40 %) et parmi celles-ci des fonctions de direction. Ils sont plus nombreux (10 à 15 %) dans les secteurs de l'industrie que les autres anciens étudiants.

- Les scientifiques occupent une position intermédiaire entre les plus favorisés (juristes, économistes) et les moins favorisés (littéraires). 50 % environ se situent dans la tranche de salaire 1.300-2000F., tandis que la moitié d'entre eux sont employés dans l'enseignement et la recherche et 10 % seulement dans l'industrie.

Le dernier point soulevé par l'enquête concerne le jugement des anciens étudiants sur leur formation et leur emploi. Au total, 55 à 60 % d'entre eux se déclarent satisfaits de leur emploi, mais une différence importante existe entre les diverses disciplines. C'est en Sciences Economiques que l'on rencontre proportionnellement le plus de satisfaits (environ 70 %), puis en Droit (environ 60 %), viennent ensuite les Lettres et les Sciences Humaines avec moins de 60 % et enfin les scientifiques avec environ 50 %. Les trois principales causes d'insatisfaction indiquées sont les suivantes : perspectives insuffisantes de promotion (20 %), niveau de l'emploi ne correspondant pas au niveau des études (20 %); salaire insuffisant (20 %). Enfin, 55 à 60 % environ des anciens étudiants estiment que leur formation universitaire correspond à leur emploi. Il faut signaler à ce propos que les anciens étudiants expriment plus volontiers leur insatisfaction vis-à-vis de l'emploi que vis-à-vis de la formation. Il semble donc que leur tendance est d'attribuer les difficultés qu'ils vivent au marché du travail ou plus exactement au rapport université-marché du travail plutôt qu'à l'institution universitaire elle-même. D'une façon générale, le principal grief qui est fait à la formation universitaire dans son ensemble est celui d'être trop théorique. Les deux autres reproches les plus indiqués sont ensuite : formation trop générale, formation mal équilibrée, ce qui explique la forte proportion d'anciens étudiants désirant obtenir une formation complémentaire dans une perspective professionnelle pratique.

378.048.2 (44) Informations rapides du Ministère de l'Education nationale, n° 32, 22-III-1974 ; C.P.

FRANCE : DEVELOPPEMENT DES ACTIONS DE FORMATION CONTINUE

Dans le cadre de la politique déterminée par la loi du 16 juillet 1971 (cf. News-Letter/Faits Nouveaux 4/71), le ministère de l'Education nationale vient d'entreprendre une action spécifique de formation en faveur des femmes de trente à quarante ans dégagées de leurs obligations familiales et désireuses de reprendre un emploi. Ces dernières constituent en effet, avec les jeunes et les migrants, l'une des trois catégories considérées comme prioritaires dans le domaine de la formation continue.

Une circulaire publiée au Bulletin officiel de l'Education nationale invite les recteurs des Académies (les divisions territoriales de l'Education nationale) à se préoccuper de ce problème et précise dans quelles conditions ces actions devront être organisées. Une préparation sera nécessaire qui devra comporter, notamment,

une analyse des besoins locaux et une prospection des emplois susceptibles d'être occupés par les femmes ainsi formées sans toutefois privilégier les métiers dits "féminins". Des stages d'orientation seront organisés pour permettre aux femmes elles-mêmes de mieux connaître leurs possibilités personnelles. Les actions proprement dites - qui devront, en particulier, tenir compte des contraintes familiales des intéressées - débuteront par des stages de préformation de courte durée, comportant un rappel des connaissances de base, ainsi que les informations nécessaires à l'exercice d'une profession.

Ces opérations de formation professionnelle auront pour but de mener à des emplois spécialisés ou qualifiés et de répondre aux besoins des collectivités. Dans tous les cas, il est demandé aux recteurs d'utiliser au maximum les ressources pédagogiques disponibles (matériels pédagogiques, locaux) et de faire appel à des formateurs qualifiés (enseignants, animateurs de collectivités locales, responsables d'associations). La circulaire précise, d'autre part, que toutes les initiatives des partenaires sociaux entrant dans le cadre général devront être facilitées en encourageant les établissements scolaires à passer avec eux des conventions bilatérales au titre de la formation continue. De plus, la population féminine concernée ne disposant pas toujours d'employeur pouvant financer des formations au titre de la participation à la formation continue, des sources de financement complémentaires devront être recherchées auprès d'entreprises (par la mise en place d'un système de pré-embauche) de collectivités locales ou d'organisations professionnelles.

La seconde action récente du Ministère de l'Education nationale en faveur de la formation continue concerne les rapports de celle-ci avec l'enseignement secondaire. Les instructions ministérielles de février 1973 (cf. News-Letter/Faits Nouveaux 1/73) recommandaient à ce sujet une coopération entre les établissements dans le but "d'éviter la dispersion des efforts et les concurrences désordonnées". Actuellement, l'on peut évaluer à 280 le nombre de groupements déjà constitués, et à 2.200 celui des établissements concernés. De ces premières expériences se dégagent des indications intéressantes qui ont fait l'objet d'une circulaire publiée (début avril) au Bulletin Officiel de l'Education nationale.

Le groupement d'établissements pour la formation continue est défini comme "une forme d'organisation volontaire : y participent les établissements publics d'enseignement qui le décident, pour atteindre les objectifs qu'ils se fixent et selon des modalités qu'ils définissent eux-mêmes et soumettent à l'approbation du recteur". Le groupement doit permettre aux établissements de "s'informer mutuellement et de se concerter pour répartir les actions de formation continue que chacun peut mener". Mais, selon le ministère, les groupements devraient dépasser ce stade d'un simple accord de concertation pour passer à celui de la coopération. Les établissements devront alors en commun "analyser les besoins dans la zone qu'ils couvrent, recenser méthodiquement leurs capacités d'intervention, rechercher les méthodes et les techniques de formation, informer les demandeurs et se concerter avec les partenaires sociaux". Cependant, seuls les groupements ayant conclu des accords de coopération (qui devront recevoir l'approbation expresse du recteur) pourront recevoir une aide de l'Etat, notamment pendant la période de démarrage, sous forme de crédits de fonctionnement, d'équipement et de matériel, d'assistance technique ou de mise à disposition d'animateurs de formation.

La circulaire précise, en outre, que les groupements peuvent s'établir sur une base géographique ou sur une base technique en rassemblant des établissements de niveaux divers et géographiquement dispersés, mais d'une même spécialité.

Enfin, afin de promouvoir l'adéquation permanente de la formation continue aux besoins réels, le groupement d'établissements doit posséder un Conseil interétablissement et un Conseil de la formation continue tripartite (employeurs, salariés et représentants des enseignants participant à la formation continue).

D'autres actions de formation continue sont actuellement entreprises dans différents secteurs. Signalons par exemple les sessions de formation pour le troisième âge organisées par l'université de Toulouse ou les stages effectués en entreprise par un certain nombre d'enseignants pour une période d'un an.

374.7 (44) Service de presse de l'Education nationale, 28-II-1974 ; 11-IV-1974 ; C.P.

FEDERAL REPUBLIC OF GERMANY : THREE RECOMMENDATIONS BY THE EDUCATION COUNCIL

The Education Council (Bildungsrat) whose term of office, if not renewed, expires by mid 1975, has followed up its general reform plan, the "Strukturplan" of 1970, with a great number of more detailed recommendations. These are the outcome of deliberations and consensus among independent experts, mostly professors of education, and although the recommendations have certainly enriched educational discussion, their long-term view has often clashed with the necessarily short-term view of the administrators and the politicians.

Three more recommendations have lately been published.

Practice-oriented curriculum development

The first recommendation is concerned with the promotion of practice-oriented curriculum development. The Council observes that the growing differences of opinion on the future social order, on the one hand, and the ever increasing demands of the sciences on the other, tend to distort all learning processes. Teachers often carry on with traditional teaching under the guise of new slogans, the curriculum development so far carried out in the Federal Republic having had little impact on the classroom. The Council therefore advocates an "open curriculum model". Curricula should in future be developed by committees composed of experts, administrators and teachers, on the basis of guidelines which the legislature should enact. Consultation on a broad basis and careful testing of pilot projects should precede any general introduction of new curricula. Regional educational centres, each catering for a one million population district, should be created to assist in such curriculum development.

Educational research organisation

The second recommendation deals with educational research. The Education Council emphasises that educational reform, to be successful, must be based on adequate empirical research. What is needed is not, in the first instance, more money but a more effective distribution of available funds on the basis of well-defined priorities. The traditional catalogues of unconnected priorities should be replaced by a more hierarchical system of priorities derived from goals. The Council proposes such a system. From the main goal of improving education for all, the Council derives priorities for educational research - to study the conditions under which educational opportunities for all could be expanded, to elucidate the various aspects of the learning process, to clarify the issues involved in curriculum development, to study the interdependences between education and employment, etc.

Educational research should operate at three levels. There should be autonomous research organisations at the university level. At the Land level there should be research and planning organisations which are attached to the Education Ministry and have the task of advising it. Finally, there should be at the district level regional educational centres to assist the schools and municipalities in their development work and to provide consultation for teachers. Organisations at these three levels should be connected by a constant flow of information.

Among the further recommendations concerning this field are the following :

- It is imperative to expand the empirical data base. For this purpose a national survey commission should be created to develop a coherent system of empirical surveys on the main issues of education.
- Committees of researchers and administrators should be set up within each of the main agencies promoting educational research. The task of these committees should be to offer guidance to on-going projects, to evaluate completed projects in co-operation with the researchers involved, and to draw conclusions from the research results for the benefit of decision makers.
- A national documentation and information centre for educational research should urgently be set up.

Integrated upper-secondary education

In the third recommendation the Education Council advocates a radical reform of the education of the 16-19 age group to ensure the integration of general and vocational education. All upper-secondary education should comprise a vocational component. Each adolescent should choose a sequence of courses according to his or

her interests. Each course should constitute a separate unit, and the individual study programme should be a sequence of such units or courses centred around the dominant subjects chosen. There should be no repetition of grades, but only of courses, and new choices should always remain possible. Each individual study programme should qualify on completion for further study or for a vocational occupation. The two- to three-year course leading to the so-called A-Diploma should prepare for employment as a skilled worker (Facharbeiter, Geselle) or for further study. The three- to four-year course leading to the B-Diploma should give access to employment as a technician or to post-secondary studies.

Upper-secondary education would, according to the Council's concept, take place in four learning centres :

- the "school" offering theoretical instruction in grammar schools and vocational/technical schools ;
- the enterprise offering practical experience ;
- the training centre, comprising laboratories, production facilities, offices etc., offering vocational and technical training ;
- the "studio" offering creative activities.

These four learning centres should be grouped under one institution, the "Kolleg". Its task would be to co-ordinate the courses offered by the four learning centres in the town or district concerned, and to give guidance to the students. All examinations by which the individual courses are concluded and the diplomas obtained would be taken at the "Kolleg".

The Education Council underlines that this is a long-term programme to be implemented step by step over the years to come, and that this general recommendation would have to be followed up by a series of more detailed recommendations.

The discrepancy between the forward-looking thinking of the experts and the dire constraints of reality was illustrated by a statement issued by the Conference of the Finance Ministers of the Laender in late April, when the Education Council's recommendations were still being widely discussed. The Finance Ministers' Conference declared that even the modest reform proposals contained in the overall education plan for the period up to 1985 (see News-Letter 3/73), on which all political parties as well as the Federation and the Laender had formally agreed, could not be fully financed, as the assumed average annual increase of GNP by 4.5 per cent from 1970 onwards would not be achieved.

37.012 : 371.214.1 : 377 (430.1)

Recommendations ; v.M.
Zur Foerderung praxisnaher Curriculum-Entwicklung ;
Aspekte fuer die Planung der Bildungsforschung ;
Zur Neuordnung der Sekundarstufe II.

FEDERAL REPUBLIC OF GERMANY : THE HAGEN UNIVERSITY FOR DISTANCE STUDY

A university for distance study for some 9,000 students will be set up in North-Rhine Westphalia, the biggest of the Laender. Details of the project were submitted to the Land Parliament in March, and a bill on the creation of the university will shortly be introduced.

The German "Open University" has been under discussion since 1969 (see News-Letter 1/72). It should have been established on a national basis in co-operation with the universities and the TV-stations, but the resistance of these autonomous institutions resulted in deadlock. The initiative which has now been taken in North-Rhine Westphalia by Mr. J. RAU, the Minister for Science and Research, has different aims. The university for distance study will not be a national, but a Land university, although it is hoped that other Laender may eventually join in. It will be a new and separate university with its own academic staff, and students, and it will for the time being not make use of TV or radio.

The university will start operating from the academic year 1975/76 onwards. It will be located at Hagen and will have 18 study centres dispersed throughout the Land, so that each student may reach his centre within less than one hour by rail, bus or car. Teaching will mainly be by means of correspondence courses but tapes

and cassettes will also be used. They will be posted to the students for home study. Other audio-visual material will be available at each study centre which will also be equipped with a library. The first courses to be offered will be a four-year course in mathematics for 2,000 students and a three- as well as a four-year course in economics for 7,000 students. Further subjects for which courses will be developed are biology and psychology.

Each course will begin with a five-month introductory programme to be concluded by an examination. The yearly courses last from October to August and comprise a one-month period of study at the local study centre and a further month for the annual examinations. A student is expected to work some 40 hours per week. Continuous assessment of his work by means of essays, tests etc. is carried out at the study centre, and the marks obtained count for the annual examinations which he has to pass to be admitted to the next year's course. The academic degrees obtained at the end of these three- or four-year courses are the same as those at the normal universities.

The admission requirements are identical with those at the other universities and colleges. It is expected that the new distance study university will become the last resort of those students who under the present numerus clausus cannot obtain a place at the normal universities. The planners estimate that a minimum of 250,000 students will wish to study in the Land in 1977, whereas only a maximum of 215,000 places will be available at the already established universities. The new university is thus intended to provide further places for the traditional student body although it will not close its doors to adults in gainful employment who fulfil admission requirements. However, their courses would, as they cannot study full-time, be of longer duration.

The distance study university will have a staff of some 60 professors at its headquarters at Hagen, who will develop the course material and supervise the studies. Furthermore, each of the 18 study centres will be staffed by 4 full-time and some 12 part-time tutors. The academic staff will be recruited from the other universities, as a rule, on secondment. All staff will have the possibility of continuing their research work either at the new university or at neighbouring universities.

The capital expenditure for 9,000 students at the distance study university is estimated at 75 million DM and the current expenditure at 30 million DM. Thus the overall expenditure for a student is 3,700 DM per annum at the new university, whereas it amounts to 10,900 DM at the neighbouring university of Bochum - in other words, three students at the new university cost little more than one student at an old university.

The Federal Government is expected to contribute half of the capital cost and of the current expenditure for the development of course material. Close collaboration will be maintained in establishing the university with the German Institute for Distance Study at Tuebingen. There have also been many contacts with the staff of the Open University in the United Kingdom, and it is hoped that a considerable part of its corresponding material can be adapted for use at the new university at Hagen.

37.018.43 : 378 (430.1) Landtagsdrucksache 7/3611, 13-III-1974 ; v.M.

FEDERAL REPUBLIC OF GERMANY : REPORT ON VOCATIONAL TRAINING AND ITS FUTURE FINANCING

In March the committee of seven experts under the chairmanship of Professor F. EDDING, set up to investigate the present cost and future financing of vocational training, submitted its final report to the Federal Minister of Education and Science. An interim report had already been published in early 1973 (see News-Letter 2/73). The final report will be presented to the Federal Parliament as the committee was created on its initiative.

The importance of the report lies in the fact that it gives, on the basis of comprehensive surveys, an overall picture of the cost and quality of vocational and in particular apprentice training, and that it makes alternative proposals for future financing, which would also cover retraining and further training.

The committee found that the cost of all vocational training and retraining outside the school sector amounted in 1971/72 to 11.1 billion DM, or 1.4 per cent of GNP. (For comparison : the total expenditure

from public sources for schools, colleges, universities, etc. was 4.9 per cent of GNP in 1972). The value of the trainees' work was estimated at 3.4 billion DM, so that the net cost was 7.7 billion DM, of which 5.3 were for vocational training in particular of the 1.3 million apprentices, 2.1 for retraining and further training of the labour force, and 0.3 for various activities, e.g. the training of graduates joining a firm.

The net annual cost for each person in initial training varied considerably according to the sector concerned : industrial enterprises with more than 1,000 employees spent almost 7,000 DM, craft enterprises some 2,500 DM, agricultural enterprises 400 DM and finally, enterprises in the health service less than 100 DM. The cost per trainee and year for retraining and further training varied between 200 DM in the big enterprises and 40 DM in the crafts.

The report also investigates the quality of training and reveals that there is a rather alarming difference of quality between the individual enterprises, the various lines of business and the geographical regions. The committee found that even the Vocational Training Act and the Young Workers' Protection Act are often disregarded: Whereas most of the big firms conform to the law, the craft enterprises are in many cases unable to do so.

An input-output model relating cost and quality which the committee elaborated, allows an estimate to be made of the cost of various improvements in quality. Different alternatives have been taken into consideration by the committee to forecast what the cost of the system will be up to 1985. If the present reform plans were implemented - three years of vocational training, of which one year would be spent at full-time vocational school, and two days per week at the vocational school in the two remaining years - the net cost to be borne by the enterprises would decrease by 49 per cent in 1985, whereas the school expenditure to be borne by the State and the municipalities would rise accordingly. Furthermore, the committee examined a number of measures which would permit the quality of training to be improved, e.g. by concentrating it in the most competent enterprises, and investigated what the financial and economic implications would be.

At present 0.7 working days per year are on average spent on retraining and further training. If by 1985 ten paid working days were devoted to recurrent vocational and general education for all employees, the cost would rise by a factor of 5.5 to 38 billion DM as compared to 7.7 in 1972. The committee therefore advocates a cautious approach in granting educational leave of that scale.

The report reaches the conclusion that the present system under which out-of-school vocational training is financed by the individual enterprises is inadequate. It therefore recommends that a central vocational fund be created to which all enterprises would contribute a levy. One per cent of the salaries and wages would be sufficient to cover the costs of the present vocational training. However, the report holds that retraining and further training must be gradually expanded and improved. It should also be financed by the central fund, and the one per cent levy would therefore have to be raised accordingly. Grants from the fund would be allocated only to those enterprises which can guarantee adequate training and accept a periodical supervision of their training courses.

The committee's report was welcomed by the coalition parties and attacked by the opposition parties. The latter are in particular opposed to the central fund which they would like to see replaced by regional funds for the various sectors of industry and trade to be administered mainly by the enterprises themselves. The industrial associations have underlined that industry and trade invest in vocational training twice as much as they profit directly from it, as the report proves, and that the present system can be further improved without radically changing it.

These reactions have to be seen against the background of the bitter controversies aroused by the plan of the Federal Government for a reform of vocational training in industry and trade, for greater state supervision and for increased participation of the trade unions (see News-Letter 5/73).

Furthermore, there is an alarming decrease in the number of apprenticeship places on offer. In some regions the decrease is of the order of 30 to 50 per cent as compared to previous years. The reasons for this fall are to be found in the economic situation, and also in the decision taken by the Federal Government in 1973 to raise considerably the qualification level of trainers of apprentices in the years to come with the effect that many firms are beginning to refrain from employing apprentices. Under these circumstances the opposition parties and the industrial and trade associations are determined to prevent any radical change in the vocational training system.

377.1 (430.1) Informationen Bildung Wissenschaft 3/74; Akademischer Dienst, 14-III-74; v.M.

ICELAND : AGRICULTURAL WORK FOR SCHOOL PUPILS

Five members of Parliament have introduced a Bill incorporating agricultural work into the school curriculum. Every pupil over the age of twelve will have to spend at least two days of the school year reclaiming and clearing uncultivated land. The aim of this measure is to help the fight against the destruction of the natural environment and the diminution of local flora. It is also thought to be a good thing to introduce more fresh air into the school curriculum.

"Agricultural work" as defined by this Bill includes clearing land and bringing it into production, the planting of trees and the care of forests, and the planting and landscaping of flower gardens round publicly-owned buildings such as schools, hostels, and hospitals. Some voluntary organisations, particularly for young people, have been doing this kind of work for some time.

37.017.7 (491) Nordisk Kontakt, Nc. 5 / 1974 ; J.J. ; P.L.

IRELAND : PARENT PARTICIPATION AND REFORM OF TEACHER TRAINING

The Minister for Education, Mr. R. BURKE, defended and elaborated his proposal to involve parents in the management of national schools, when he addressed the annual congress of the Irish National Teachers' Organisation in mid-April. "The intention is not to discard the present system of parochial management, but to expand and develop it by having parents in effective co-operation with the parochial authorities", he said. "It is something which is clearly desirable no less on grounds of educational and social philosophy than on the true principles of democracy".

According to the Minister, the time was long overdue when parents of school children should have a closer and more active association with the conduct and management of the schools. He pointed out that his proposal was more than an exercise in power-sharing. "If our schools are to achieve the best that they are capable of achieving, they must receive all possible help from all possible sources. A closer integration of our schools with the life of the parochial community as a whole would bring a more ready appreciation on the part of all our people of the work of the schools and of those who staff them. It sould bring sharper realisation that the community must serve the schools, so that the schools may the more effectively serve the community".

Mr. Burke also referred to the new three-year course in the teacher training colleges which is to begin next September. As to whether this course would lead to a degree qualification, he said that the authorities of the training colleges were in negotiations with the universities, and that he was hopeful that the spirit of mutual understanding which marked the discussions would result in "a happy and satisfactory outcome".

Mr. Burke informed the congress that the committee set up last autumn to study the Higher Education Authority's report on teacher training had completed its task. Without wishing to forecast the recommendations the committee might make, the Minister said that he could foresee the establishment of a body or institute which would give first- and second-level teachers effective control of their professional status. Such a body could participate in shaping the education of entrants to the profession and the continued education of teachers throughout their career. The Minister was aware that in establishing a professional institute for teachers, which would act both as an authoritative advisory body on teacher education and as a registration council for all teachers, he might find himself being asked to devolve to that body some of the powers and functions at present vested in the Minister of Education. This he would be prepared willingly to do to the extend that it would be consonant with the needs of the teaching profession and ministerial statutory responsibility.

Mr. Burke further informed the congress that he intended to set up a survey team to examine [illegible] and secondary education, the economic aspect being one of the major aspects to be taken into consi[illegible]

37.064 : 371.13 (417) The Irish Times, 17-IV-1974 ; W.E.

ITALIE : LE NOUVEAU CONTRAT DE TRAVAIL POUR LES ENSEIGNANTS

Dès l'année scolaire 1974/75, un nouveau contrat de travail pour les maîtres et les professeurs entrera en vigueur.

C'est ce qui ressort d'un décret du Ministère de l'Instruction Publique publié récemment, qui fixe de nouvelles règles pour le recrutement, les droits et les obligations des enseignants. Il s'agit en fait d'un décret d'application de l'article 4 de la loi sur le statut juridique du personnel scolaire (cf. News-letter/Faits Nouveaux 5/73). Ce décret comporte 143 articles qui définissent dans le détail le contrat de travail du personnel enseignant, dans les écoles de tout ordre et de tout niveau, enseignants titulaires et non titulaires, directeurs, proviseurs, inspecteurs, répartis en 30 corps, nationaux et provinciaux, et administrés respectivement par le ministère et par les inspections académiques.

Les plus importantes des nouvelles dispositions sont les suivantes :

La liberté d'enseignement

Elle comprend l'autonomie didactique et la libre expression culturelle dans le respect des principes constitutionnels et selon les règlements de l'école établis par l'Etat. D'autre part la conscience morale et civile des élèves et leur droit au plein et libre épanouissement de leur personnalité sont à respecter par tout enseignant. Il appartiendra au personnel scolaire de promouvoir et de coordonner, sur la base de cette liberté d'enseignement, toutes activités éducatives des diverses écoles.

Le recrutement des enseignants

Il se fait par concours. Pour pouvoir y participer, les candidats devront pouvoir justifier d'une formation universitaire complète acquise dans les universités ou dans d'autres établissements d'enseignement supérieur (pour les enseignants des écoles moyennes notamment). Les concours consistent en une ou plusieurs épreuves écrites ou pratiques, en une épreuve orale et en un stage d'une durée effective d'au moins trois mois.

La nomination "à l'essai"

Tout personnel enseignant et de direction des écoles et autres institutions scolaires est nommé "à l'essai". La nomination prend effet à partir du premier jour de l'année scolaire. L'essai correspond à une année de service effectif et, s'il ne s'est pas avéré satisfaisant, le personnel est expulsé du service ou replacé dans son corps d'origine s'il provient d'un autre corps enseignant ou de direction.

Les libertés syndicales

Dans tous les bâtiments scolaires, les organisations syndicales pourront utiliser gratuitement certains espaces qui leur seront réservés. Le personnel enseignant a le droit de se réunir dans les locaux scolaires en dehors de l'horaire normal des cours. Des dirigeants d'organisations syndicales, après avis favorable, peuvent participer à ces réunions, même s'ils ne font pas partie du personnel de l'école.

Les horaires de service

L'horaire de service obligatoire pour les enseignants est de 36 heures hebdomadaires dans les écoles maternelles et de 30 heures dans les écoles élémentaires (dont 24 heures consacrées à l'enseignement et 6 heures à d'autres activités se rattachant au fonctionnement de l'école). Pour les enseignants des établissements d'enseignement secondaire, l'horaire obligatoire est de 24 heures hebdomadaires étalées sur un minimum de 5 jours.

Les leçons particulières

Les enseignants ne sont pas autorisés à donner des leçons particulières à des élèves appartenant à l'établissement où ils enseignent. Ils peuvent cependant donner des cours particuliers à des élèves d'autres établissements à condition d'en informer le proviseur ou le directeur et de leur communiquer le nom des élèves et l'école où ceux-ci sont inscrits.

La retraite

La limite d'âge est de 65 ans.

37.088 : 371.13 (45) Corriere della Sera, 226-V-1974 ; D.P.

NETHERLANDS : RESTRUCTURING THE EDUCATION SYSTEM

A single school for the 4-12 year olds

The plan to create a single school to cater for children in the 4-12 age range (see News-Letter 6/72, 1/74) is proceeding steadily. 170 requests have been received from schools to participate in an experimental programme which will determine the manner in which the plan is implemented. Participation of a school is dependent on the agreement of the teaching staff, the administrative authorities and of the parents of pupils concerned. There will be two broad groups of experiments, one aimed at achieving continuity in the child's education, and the other concerned with more precise and limited areas, such as the curricula of individual subjects, methodology, the needs of specific age groups, inter-school collaboration. The schools will be given a certain amount of autonomy in the manner in which they proceed with the experiments.

Dr. J.A. van KEMENADE, Minister of Education, speaking about the proposed school for 4-12 year-olds, said that he was of the opinion that such a school would improve the educational opportunities of the young. It was not so very long ago that many people ended their formal education at the primary level. Changed times called for changed structures. A single school would be advantageous from the point of view of pupil mobility. A transfer from one school to another would no longer have such a disrupting effect on the child's progress. The Minister believed that an integrated structure would be of advantage to the academically less able pupil, who could more easily in such a school be kept in the mainstream. Likewise more attention could be paid to the needs of the socio-economically handicapped, the solution of facility, that of shuffling the poor achiever off into a special school, no longer being so readily available.

Once implemented the new structure would affect two million children, 9,000 primary schools, 7,000 nursery schools and 70,000 teaching staff.

Major difficulties still to be faced are modifications to buildings and the appropriate training for teachers.

The education and training of young people in employment

Many teenagers are not sufficiently motivated to stay on at school. Their opportunities for personal development are, in consequence, reduced in comparison with those of their contemporaries who are still receiving full-time education.

Present policy is to provide a new form of full-time education for the 15-18 age group, called "participation education". Participation education will consist of a community component and a school component, designed to provide together a harmonious learning situation. The community component will consist largely of a place in the working world, which, however, will acquire a certain educational value. In the preparatory stages of the development of the school component, a form of co-operation was sought to integrate the work being done by the educational institutes for early school leavers and the apprenticeship scheme. Extension of the nine-year compulsory full-time education by compulsory part-time education (see News-Letter 1/74) has a good deal to do with the development of this new form of education. It is hoped eventually to extend compulsory part-time education to two consecutive days per week, which would reduce certain problems of transport and provide an opportunity to give more coherence to the programme offered.

371 (492) Uitleg 361, 365, 368; Documentatieblad, 1 and 2 / 1974 ; A.A.

SCANDINAVIA : PROGRESS IN THE HARMONISATION OF EDUCATION

The Secretariat for Nordic Cultural Co-operation recently held an information day to report on progress with the harmonisation of school curricula. These "unification projects" are designed to allow the development of curricula in certain compulsory subjects to take place on convergent lines in all the Scandinavian states. This project originated in an agreement between the Nordic countries in January 1972 for closer cultural co-operation, and English and mathematics were chosen for the first two unification projects. The Secretariat confirmed that these projects are only the first, and that the experience gained would later be applied to other subjects chosen for further unification projects.

The successful completion of this programme would remove the largest single obstacle to the mobility of staff and students across national borders, as well as contributing by the exchange of ideas and information to curriculum development as such.

371.214.112 : 37.014.256 (48) Gymnasieskolen 7/1974, April 1974 ; J. J.; P. L.

SUISSE : CROISSANCE, PLANIFICATION ET BESOINS FINANCIERS DES CANTONS UNIVERSITAIRES

Les cantons universitaires et les institutions subventionnées par la Confédération sur la base de la loi sur l'aide aux universités de 1968 ont fait connaître dans la seconde moitié de l'année 1973, leurs besoins financiers pour la période 1975 à 1979. Le Conseil de la Science a transmis au Conseil fédéral les données qu'il a reçues avec un avis dont nous avons relevé les extraits suivants :

Une croissance freinée

Tous les cantons universitaires, à l'exception du canton Bâle-Ville, semblent appliquer, pour l'avenir aussi, le principe d'offrir une place d'étude à tous ceux qui sont désireux de faire des études dans leur universités. Ils se déclarent prêts à augmenter leurs capacités d'accueil d'une manière correspondant à la demande en places d'études (concept de la "demande sociale"). Sur le plan national, le nombre des places d'étude doit augmenter en moyenne de 4,0 % par an au cours de la période 1975-1979.

Si l'on compare les objectifs de développement que se fixent les cantons universitaires pour cette période avec l'évolution du nombre d'étudiants au cours des dix dernières années, on constate qu'un ralentissement de la croissance est prévu d'une manière générale : entre 1962 et 1972, le nombre des étudiants (y compris les Ecoles Polytechniques Fédérales)a augmenté chaque année de 5-10 % (exception de 1965 à 1966 : 3,3 %). Or il n'y a aucune raison de supposer que le nombre de ceux qui souhaitent faire des études diminuera sensiblement dans les années à venir.

Vu qu'à court terme, il n'est guère possible de créer des solutions de remplacement aux études universitaires qui puissent avoir un effet compensatoire suffisant, la pression exercée sur les universités tendra plutôt à augmenter. Les plans de développement des cantons universitaires font craindre que, dans le meilleur des cas, on ne parvienne que de justesse à faire face à l'afflux de candidats aux études. Cette conclusion prudente doit toutefois être aussitôt assortie de certaines réserves, car quelques cantons expriment des doutes au sujet de la possibilité de réaliser les plans de développement qu'ils annoncent.

Le Conseil de la Science dans son deuxième rapport postulait une croissance annuelle moyenne des dépenses d'exploitation de 17, 1 % à 19,1 % pour les années 1973 à 1980 (avec un taux de renchérissement de 4 %). Ainsi que le révèlent les documents fournis, les dépenses totales d'exploitation doivent augmenter de 7,0 - 7,0 - 7,8 et 6,5 % par an pendant la période 1975-1979. Cela correspond à la moitié du taux de croissance jugé approprié par le Conseil de la Science.

Si l'on considère les taux d'accroissement envisagés pour les différentes universités, il en découle qu'il faut s'attendre dans certains cas à une régression plutôt qu'à un développement. La conclusion qui s'impose est qu'il ne reste presque plus rien pour les améliorations des structures. Il devrait s'agir essentiellement, pour ces dernières, d'un développement du corps enseignant dans le but d'améliorer la relation numérique enseignant/étudiant. Cette situation est très regrettable. Il apparaît une fois de plus que le développement qualitatif des universités dès qu'il entraîne des dépenses financières supplémentaires est négligé.

Les dépenses prévues pour les investissements ne comprennent plus qu'un cinquième des dépenses totales pour les universités. Le financement de l'exploitation des universités est ainsi le problème décisif. Une régression des dépenses réelles de la collectivité pour les universités aurait par conséquent, relativement rapidement, des effets déterminants pour leur fonctionnement.

La planification universitaire

On attendait des cantons universitaires qu'ils fixent jusqu'à la moitié de l'année 1973 les plans de développement pour leur université pour la période 1975-1979 et qu'ils fassent connaître leurs besoins financiers. Les documents présentés montrent clairement que tant les cantons universitaires que les organes de politique universitaire sur le plan national ne sont pas encore préparés à cette tâche. Très peu de documents renseignent sur la manière dont les données communiquées ont été calculées et précisent sur quelles hypothèses elles se fondent. Leur valeur est par conséquent incertaine.

Le Conseil de la Science conclut des expériences faites que la mise sur pied et le développement des planifications universitaires dans les cantons doivent être activés de toute urgence. La création des instruments de planification dans les huit cantons universitaires ne doit pas toutefois s'effectuer sans coordination. Il conviendrait ainsi de créer sans tarder une institution chargée de conseiller les différents organes de planification et de coordonner leur travail.

La base légale à cet effet existe déjà ; il y a lieu de traduire en acte la volonté du législateur aussitôt que possible. C'est pourquoi le Conseil de la Science renouvelle sa proposition de créer au niveau fédéral un service chargé des questions de planification universitaire.

Conclusions

Les indications des cantons universitaires au sujet de leurs besoins financiers pour la prochaine période de subventionnement révèlent que nous nous trouvons au seuil d'une phase de freinage de la croissance des universités cantonales. Il faut même s'attendre à une régression des dépenses réelles dans le secteur universitaire. Cette constatation sera en tout cas valable si l'on ne parvient pas à augmenter de manière appropriée les subventions fédérales allouées aux cantons universitaires pour le fonctionnement de leur université.

37.014.543 : 378 (494) Politiques de la Science, avril 1974 ; M. B.

SWEDEN : PRINCIPLES OF MINISTERIAL POLICY

The present Minister for Education, appointed last autumn, Mr. Bertil ZACHRISSON, was a teacher in Folk High Schools and a member of the National Board of Education. He is a former student of education, psychology, philosophy and religious history. In a recent interview he outlined the principles governing Swedish education policy at the conclusion of the long period of major structural reforms.

The function of the school

"The school must be constantly open to change. Nowadays we look at the school mainly as a starting point for 'recurrent education'. One begins at school, goes out into active life, and returns to school to correct or complement what one had done wrong or missed out... Most people have recognised that it is evidently much more important to learn to understand current events all over the world and to learn to live and work together rather to memorise historical data or chemical formulae. We have suddenly discovered that the old school was not constructed for such vital tasks and must therefore be drastically transformed to function as a social instrument".

New methods

"We are now testing three methods :

- special instruction for the weaker pupils, who were previously knocked out in the often misinterpreted 'competitive situation' in the school ;
- smaller classes, with a change in the function of the class according to the different subjects, some of which can be easily handled in larger groups, others demanding almost individual instruction ;
- bridges between school and society : this means visits by representatives of e. g. labour unions, various professions, religious, political and youth organisations, public authorities and cultural groups. School cannot be objective unless the political debate is part of the daily curriculum.

In the course of the current decentralisation it is planned that part of the resources devoted to this new methods project will be placed at the free disposal of the local school units".

The relative grading system

"A government commission is already examining this problem. The present relative grading system has pedagogical and social disadvantages. It contradicts the fundamental intentions of the modern school to function as a community in which everybody has equal rights. However so far we have not yet been able to find a usable alternative to serve as a selective instrument for higher education and on the Labour market".

Changing concepts of education

"The current model - basic school, secondary school, university and college - has many flaws. I think it would be useful if one could fit in a vocational period at an early stage, i.e. alternating training. I consider the growing respect for manual work and occupational experience among pupils today as a very positive indication in this direction".

Growing numbers of drop-outs

"I think that more and more young people (and also parents) have gradually understood that practical professional work is just as 'distinguished' as theoretical studies. Access to higher studies must be broadened and vocational experience must count as an admission ticket just as much as a school-leaving certificate. Furthermore I consider practical experience during the training period as tremendously important in most professions, for hospital personnel just as much as for social workers, teachers or lawyers".

Universities : vocational training or research centres ?

"I don't see any contradiction in this. Purposeful vocational training is necessary. I consider it wrong if one lets a person go through a long and hard training, and afterwards confront him with the question what to do with it all. I consider it necessary to maintain a balance between the justified individual demands for a free choice and the economic and occupational requirements of society".

Is there a decline in the level of knowledge ?

"International investigations have shown that the average knowledge of Swedish pupils is hardly inferior to that in other countries. More graduates than in previous years now leave secondary school with sound accomplishments. Access to further education has been greatly broadened. Previously many pupils were eliminated; nowadays they receive special instruction and can continue. This need not lead to a fall off in quality : on the contrary".

School democracy

"Participation, which is indispensable for the realisation of school democracy, has to a certain degree become a question of power. Decisions must not be forced unilaterally but must ripen in collective discussions of the facts. The school is no longer an isolated institution, where children are being sent to learn something. It is an essential part of society, a field for experimentation in social co-operation".

Cultural policy

"We want to include more people in the experience of culture and creativity. We want at last to get out of the pattern of the so-called institutional culture, and give widened support to the popular and more amateurish cultural activities. We must overcome the fallacious antagonism between so-called professional and popular arts. This applies in a high degree also to the encouragement of immigrant cultures, one of the most valuable sources of strength for our own cultural life. We have after all so much to learn from each other".

37.014.3 (485) Current Sweden, No. 25, March 1974 ; J.J., P.L.

SWEDEN : NEW BILL ON EDUCATIONAL LEAVE

The government has decided to introduce in the near future a Bill concerning the right to educational leave. This government initiative is due to a breakdown in negotiations between the employers' federation and the federation of trade unions, no agreement on this matter having been reached between them. It is expected that the Bill will propose that anyone having worked for six months should have the right to be released by his employer for educational leave for an indefinite period.

It would be the trade unions within each business enterprise who would select the most deserving cases from those wishing to undertake studies. The employer would then be bound to release the employee and to guarantee his job up to his return. The employer's only privilege would be the right to delay his employee's departure up to six months beyond the date named by the latter.

The employers' federation points out that while the employee's job is guaranteed until his return, there is no corresponding guarantee for the employer that he will in fact come back.

However, since no extra provision has been made over and above the very slim study aid grants at present available, the proposed law would really amount only to a guarantee of security of employment. But the SVUX (Committee for Grants for Adult Education) intends in July to make a proposal that more adequate grants for study leave be provided on a large scale. Owing to the very considerable expense and high demand that this is likely to entail, the SVUX will suggest that priority should be given to those with the lowest educational qualifications.

374.7 : 658.385 (485) Svenska Dagbladet 22-IV-1974 ; J.J. , P.L.

SWEDEN : STATE CULTURAL POLICY

In March the Minister for Education and Cultural Affairs, Mr. B. ZACHRISSON, submitted to Parliament a Bill on state cultural policy. This Bill represents the first legal statement of the state's role and obligations in cultural development. It foresees a three-year cultural development plan based on a number of reforms.

According to the Bill, the work of social change, to which the government is committed, must include cultural policy, as one of several instruments for creating a society which provides both equality and the means for each individual to lead a richer life. Cultural equality is an important as economic and social equality. Material welfare as a pre-requisite for freeing people from compulsion, insecurity and worry, has long been an aim of government policy. The concept of cultural policy as a means of creating welfare is a new addition to that policy.

Much of the Bill originated in proposals from the Swedish National Council for Cultural Affairs and the 1965 Commission on Museums and Exhibitions. The state's cultural policy is summarised in eight points :

- protecting freedom of expression and creating the conditions for the genuine use of this freedom ;
- providing people with opportunities for creative activity and to communicate with each other ;
- counteracting the negative effect of the commercialisation of culture ;
- decentralising the administration and exercise of cultural activites ;
- caring for the needs of neglected groups ;
- guaranteeing that the culture of the past is preserved and kept alive ;
- favouring a continuous artistic and cultural renaissance ;
- promoting an exchange of ideas and experience across linguistic and national boundaries.

New State Cultural Council

The Bill proposes to establish a State Cultural Council from October 1st 1974, to take over responsibility from a number of other cultural organisations for theatre, dance, music, film, literature and libraries, newspapers

and periodicals, art, museums and exhibitions. Among other things the Council will allocate state grants and administer financial assistance to newspapers, free theatre groups, and experimental and developmental activities in the amateur sector. The last two will also receive increased public assistance. The Board of the Council would include representatives of local and county councils, adult education organisations, cultural workers' organisations and others with a broad experience of public affairs. An important task for the new Council will be its investigations and enquiries, for example into children's culture and the "commercial culture" market.

Encouragement for amateur groups

One object of the new cultural policy will be to channel assistance to amateur groups and improve the means for personal creative activity. This can be largely achieved by increased assistance to cultural study circles and to adult education organisations, central amateur cultural associations and various orchestras and choirs.

Support for free professional groups

The numbers of small professional companies working outside the cultural institutions and main professional theatres have increased in recent years. State support for these is to be almost doubled and these groups will also benefit indirectly from increased aid to community centres.

Regional activities and community culture

A new system of state grants is proposed for regional theatre, dance, and music institutions, covering 55 % of staff expenses. Additional grants will be made, over and above automatic cost increases, for regional work and for new institutions. The activities of the increasing numbers of regional institutions will be co-ordinated by the Institute for National Concerts, the Regional Music Organisation, and the Swedish National Theatre Centre. An increased grant will also go the Audiences Association.

The state cultural organisation are to be given independent powers of decision, and the function of the state will be limited to defining in broad outline the tasks of each institution. Each of these will be administered by a board, on which all the different community interests will be represented. These will decide on general policy, planning, organisation and finance. The Director and employees of each institute will have freedom of action in all other respects. This freedom is seen as a pre-requisite for cultural work.

The Cultural Heritage

In order that the cultural heritage should be taken far more into account in community planning, the planning authority, i.e. the county administration, is to be made responsible for the preservation of the cultural heritage. Moreover a new grant is to be made to county museums. State museums will also receive an increased grant and fulfil a co-ordinating role between the county museums.

All these measures form a part of a three-year plan, and the increases in grants are expected to continue over this period.

008 : 172.2 (485) Ministerial Press Release, April 1974 ; J.J., P.L.

UNITED KINGDOM : PRESSURE TO INTRODUCE COMPREHENSIVE SCHOOLS

No grammar school will get money for building from the Government, unless there are plans for it to become a comprehensive school. Plans for ending selection at 11+ in those local education authority areas where it still exists must be submitted not later than the end of this year. Voluntary-aided grammar schools, which are run by the churches and private foundations, may have financial aid from the State withdrawn, if they refuse to co-operate in comprehensive schemes.

These measures are designed to implement the Labour Party's election promise to end selection as soon as possible and to introduce a fully comprehensive system in England and Wales (see News-Letter 3/73).

Mr. R. PRENTICE, Secretary of State for Education and Science, addressing the National Union of Teachers' annual conference in mid-April said : "Selection at 11+ must go. So must selection at 12+, 16+ or any other age. I am determined to get rid of this artificial and outdated division of children into sheep and goats". He noted that in recent years a growing number of secondary schools had been reorganised on comprehensive lines. In January 1973, 38 % of all secondary schools in England and Wales and 48.4 % of the pupils were designated comprehensive. Mr. Prentice said he was keeping his options open on whether to introduce legislation, as few local education authorities were opposed to going comprehensive, though some had submitted long-term plans for ending the 11+ examination that were so long-term that they might never come about.

On parental choice the government circular says : "Authorities will no doubt continue to have due regard to parents' wishes in respect of their children's education e.g. in denominational schools where these are available. In Wales this issue may arise in the context of bilingual schools".

On the controversial question of the size of comprehensive schools, the circular states : "It is not essential for a comprehensive school to be of a very great size. There is no single ideal size. Experience has shown that some large schools work well, but equally some local authorities' teachers and parents prefer small schools. What is important is to ensure that the organisation adopted makes the maximum use of existing buildings and available resources".

373.45 (410) The Times, 17-IV-1974 ; W.F.B.

UNITED KINGDOM : RISE IN UNFILLED UNIVERSITY PLACES

The eleventh annual report (1972-73) of the Universities Central Council on Admissions (UCCA) reveals that the shortfall between the number of places universities were prepared to offer and the total number of students accepted to fill them more than doubled between October 1972 and October 1973.

According to the report, universities admitted 6,289 fewer undergraduates in October 1973 than they were actually prepared to accept. The corresponding figure for 1972 was 2,744 and for 1971, 1,372. An analysis of last October's shortfall by subjects shows that there were not only not enough candidates of suitable calibre to fill the available places in science and technology, as has been true for several years, but that the same situation is now becoming apparent in arts and social studies as well. The most spectacular rise in unfilled places was in science - from 930 to 3,198.

The report states that the principal cause of the increasing shortfall is the fact that universities have, in accordance with national policy, regularly made increased numbers of student places available during a period when the overall demand has not yet significantly increased, and so far as home candidates are concerned, has actually fallen.

Commenting on the eleventh annual report, Dr. Geoffrey TEMPLEMAN, Chairman of the UCCA, repeated that the widely held belief that there was a shortage of university places was not well founded. He pointed out that in October 1973 there were 124,634 candidates for university admission, of which 61,963 were accepted. Of those not accepted, 49,861 did not maintain their applications and 6,251 had qualifications too poor to warrant consideration, leaving 6,559 qualified but unsuccessful candidates (just over 5 % of total applicants).

Professor Arthur ARMITAGE, vice-chancellor of Manchester University, who is to be chairman of the Committee of Vice-Chancellors and Principals as from 1 July 1974, said that universities would have to tighten their belts and make sacrifices in the present economic climate, but warned against cuts in university student admissions and an overreaction to the present shortfall in applications. He said that the number of sixth form pupils would continue to rise in the immediate future, and that it would be a tragedy if university policy had the effect of increasing the competitive atmosphere of sixth forms.

378.141 (410) Education, 8-III-1974 ; The Times Higher Education Supplement, 8-III-1974 ; W.F.B.

UNITED KINGDOM : THE RELEVANCE OF POST-GRADUATE EDUCATION

A strong defence of postgraduate research in the United Kingdom was recently made by Professor S.F. EDWARDS, chairman of the Science Research Council. He claimed that the Ph. D. system in the United Kingdom was by far the most productive in getting students to an internationally accepted standard in three years, but he criticised those university departments which saw themselves first and foremost as generators of research papers and did not stop to consider the education and employment of the research student, or the obligation they had to the public purse. Professor Edwards noted that universities had been accused of being out of touch with the "real" world and the needs of society, but he pointed out that one had to remember that the products of university teaching found full employment, and that university research established new subjects on the frontiers of knowledge.

An opposite view is held by Lord STOKES, chairman and managing director of British Leyland Motor Corporation Ltd. He has for a long time been an outspoken critic of higher education, and the passing of time has mellowed neither the force nor the substance of his arguments. In his presidential address at the University of Manchester Institute of Science and Technology earlier this year Lord Stokes maintained that there was no evidence that the gap between universities and industry was diminishing. The two foundations of his criticism of the present education system are his total commitment to the work ethic - "the man who gets on is the one who is interested in and dedicated to his job", - and his belief that esoteric areas of knowledge should be considered only after the harsh business of earning a living has been accomplished. "You have to sell the idea that there is something socially worthwhile in contributing to the nation's material wealth and its survival, and that this is something rewarding and challenging. Educationists think of industry as something remote and dirty, preferably on the east side of town away from the fresh air. Well, it is not ; industry is what we all live by".

Lord Stokes has little esteem for those who have done nothing but teach. "Teachers in higher education are a self-perpetuating oligarchy. Producing more and more teachers is all they are interested in. I think a law should be passed so that nobody would be allowed to teach all his life, because he is completely useless if he does".

A pragmatic, economic approach is advocated by Lord Stokes. "We are doing too much bloody research. Let's do a little perfecting of what we have already got".

378.6 (410) The Times Higher Education Supplement, 19-IV-1974 ; W.F.B.

UNITED KINGDOM : GIFTED CHILDREN

The report of a project which studied a sample of 238 gifted children selected from among the 17,000 babies who were born in England, Scotland and Wales during the week 3-9 March 1958 has recently been produced for the National Children's Bureau.*

The term "gifted" was defined in the widest possible sense to include not only children of high general ability but also those of outstanding ability in any one domain, such as mathematics, music, art, sport. The aim of the researchers was to study a nationally representative group of gifted children and to compare their development with that of their peers. IQ was not used as a criterion in selection. The three criteria used were the Goodenough Draw-a-man test score at age seven (85 children), school attainment in reading and arithmetic as assessed by teachers and measured by tests at age seven (100 children), and letters from parents of children born in the sample week.

Of the children in the sample 48 % had IQs of 130+ (these included 58 % of the boys and 36 % of the girls). Another 37 % had IQs between 115 and 130.

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* Elizabeth M. HITCHFIELD : In search of promise. London, Longman, 1974.

The distribution of the gifted sample was skewed towards the middle class. Despite compensatory weighting given to children from working class families, the number of working class children in the sample was 20 % below the proportion represented in the 17,000 born the same week. At the other end of the scale, twice the proportion of children of middle class families appeared in the gifted group as in the entire birth-week group.

The gifted children were rated more stable and less maladjusted than the birth-week sample as a whole at age seven and at age eleven. Evidence obtained from interviews with parents did not support the idea sometimes advanced that able children are excessively active and restless. However, the interviews did reveal that gifted children tend to be "worriers" at age seven. The researchers attribute this to the gifted children's sensitivity to the problems of life. The parents of the gifted children showed greater concern and interest in their children's education than parents in general, although the amount of contact with school staff was related to social class. The researchers found that parents were as effective in identifying outstanding intelligence and ability in their children as other methods used. However, parents, particularly those in the working class, tended to undervalue the abilities of brighter girls. As for teachers, they tended to favour the girls in their assessments.

On the whole, the children of the sample had a positive attitude towards school. Seventy per cent said they enjoyed school and only 30 children actually said they disliked it. More than half found no difficulty with school work. Of the rest, the only subject that stood out was mathematics with which 21 % of the girls and 11 % of the boys had some difficulty.

The research team argues that general improvement in the educational system is as likely to improve the lot of able children as segregating them permanently for different treatment. However, the researchers support the view that enriched courses should be provided in the ordinary schools for the most able pupils.

371.212.3 (410) Education, 29-III-1974 ; W.F.B.

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